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ABSTRACT

This handbook provides practical materials for public officials, professionals, and citizens who are implementing citizen participation programs in rural areas. Chapter 1 serves as an introduction to the process of designing and implementing participation programs. Chapter 2 discusses identifying citizen participation needs and necessary resources, developing objectives, using objectives to guide program design, establishing communication and evaluation plans, and setting timetables. Chapter 3 describes techniques to involve participants directly in dialogue and interchange, such as committees, group problem solving, key informants, public meetings, social indicators approach, informal surveys, and the Delphi technique. Chapter 4 deals with one-way communication techniques--posters, newsletters, mailing lists, news media--used to generate interest, create awareness, and stimulate additional participation. An annotated bibliography lists materials on citizen participation and involvement and communication techniques. (LFL)

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Citizen Participation

HANDBOOK

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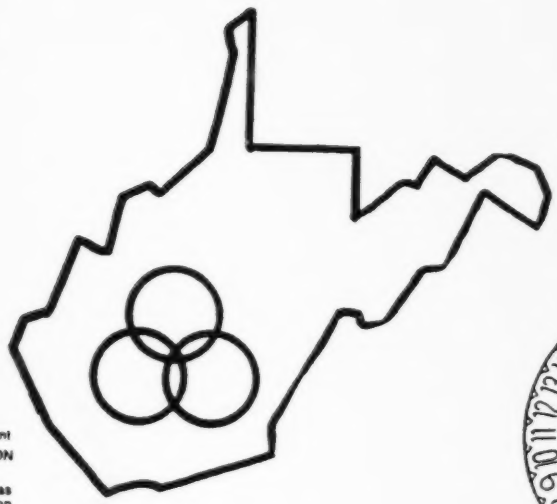

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MOUNTAINEERS FOR RURAL PROGRESS

Agencies and Citizens Cooperating for Development

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CITIZEN PARTICIPATION HANDBOOK

By

Delmar Yoder, Ph.D.

written in cooperation with

West Virginia Mountaineers for Rural Progress

Citizen Participation Committee

Preparation of this handbook was made possible with funds from Title V Rural Development Act of 1972 through the West Virginia University Cooperative Extension Service and partial funding from the Farmers Home Administration Section 111 Grant through the Governor's Office of Economic and Community Development.

Cooperative Extension Service

Center for Extension and Continuing Education

Morgantown, West Virginia 26506

West Virginia University

December 1981

Dear Colleague:

In 1979 the Citizen Participation Committee was established by the State Council of Mountaineers for Rural Progress for the purpose of facilitating the co-operation and participation of citizens, organizations, and agencies in the process of building programs and projects to serve the people of West Virginia.

This handbook was developed as part of the Citizen Participation Committee's commitment to public involvement and includes materials developed for use in Citizen Participation Workshops.

We believe the handbook provides valuable reference materials useful to all of us engaged in conducting programs and projects in service to people.

Sincerely,

Ronald L. Stump
Dean and Director
Chairman, State MRP Council

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West Virginia University, U. S. Department of Agriculture, and West Virginia Counties Cooperating

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PREFACE

This handbook is the result of a need identified by participants in citizen participation workshops who requested a readily usable reference for planning and carrying out citizen participation programs. The workshops were planned and conducted by members of the Mountaineers for Rural Progress (MRP) Citizen Participation Committee, West Virginia's rural development committee. The materials in the handbook evolved from outlines used at the workshop sessions.

The author expresses appreciation to the participants at those sessions for their valuable feedback and contributions. Personal thanks are due to all members of the Mountaineers for Rural Progress Citizen Participation Committee for their support and encouragement.

The help and guidance of the following people are especially acknowledged: Craig M. Right, past MRP Chairman and Director of the West Virginia Soil Conservation Service; James M. Facemire, past MRP Chairman and former West Virginia Director of Farmers Home Administration; Billy B. Burke, past MRP Chairman and former Director of the West Virginia Agriculture Stabilization and Conservation Service; Ronald L. Stump, current MRP Chairman and Dean and Director of the West Virginia University (WVU) Cooperative Extension Service; also, Susan Beard, Jody Boyd, Malcolm Brenan, William Brown, Melinda Chambers, David Elkinton, Marsha Krull, Foster Mullenax, Mark Scott, and Jim Thorn for invaluable assistance through the rewrite stages.

Recognition is extended to Leslee McCarty, G. W. Stilwell, III, and Leila Sanchez, who contributed to early drafts and revisions of the handbook and bibliography; and to Jerry Kessel and Joe Fasching, Cooperative

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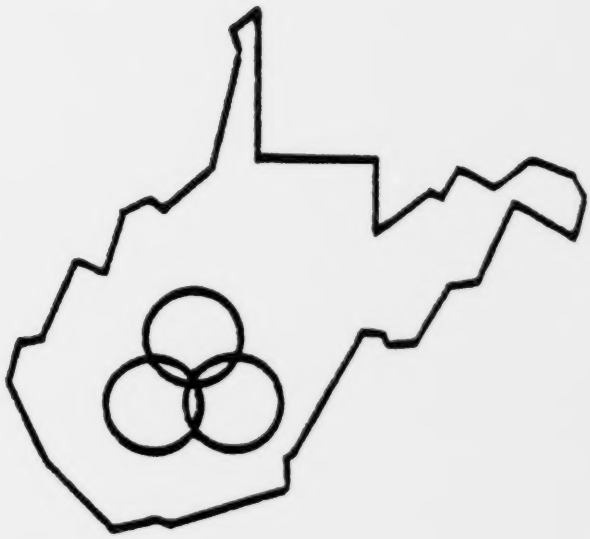
Special thanks to the Governor's Office of Economic and Community Development for the cooperation, support and assistance of its staff.

We express appreciation to Scott, Foresman and Company for permission to use materials from Group Techniques for Program Planning, by **Andre L.** Delbecq, Andrew H. Van de Ven, and David H. Gustafson, copyright 1975 (Section 3, Chapter 3).



MOUNTAINEERS FOR RURAL PROGRESS

West Virginia's Mountaineers for Rural Progress (MRP) is a statewide group formed in order to enhance the commitment of both citizens and agencies in working together to build a better West Virginia. The primary goals of MRP are to provide the guidance and leadership needed to stimulate development action, to assist others in improving the State's social and economic growth, and to wisely use the State's natural resources. MRP encourages the collective participation of local agencies, groups, organizations, and individuals to reach desired goals. A unique feature of MRP is the cooperation among government agencies, interest groups, and other organizations to focus their resources on specified problems.

There are 53 county or multi-county MRP committees in the State, with members from federal, State, and county agencies, along with local organizations and citizens. Each county committee considers any major problems in its area that need attention.

The MRP State Council is made up of representatives from 23 federal and State agencies and organizations:

Governor's Office of Economic and Community Development
USDA Agricultural Stabilization & Conservation Service
U.S. Agricultural Research Service
U.S. Army, Army Corps of Engineers
U.S. Department of Commerce
U.S. Department of Housing and Urban Development
U.S. Farmers Home Administration
U.S. Forest Service
U.S. Rural Electrification Association
U.S. Soil Conservation Service
WV Chamber of Commerce
WV Cooperative Extension Service
WV Department of Agriculture
WV Department of Health
WV Department of Highways
WV Department of Natural Resources

WV Forests, Inc.
WV Geological & Economic Survey
WV Housing and Development Fund
WV Soil Conservation Committee
WV Soil Conservation Districts
WVU College of Agriculture

Three committees within the MRP have been formed to address special problems in the areas of agriculture, land use, and citizen participation. They develop programs and guide their implementation as needed by MRP.

The Mountaineers for Rural Progress State Council and county committees provide information and assistance through conferences, newsletters, workshops, seminars, consulting, and technical assistance.

For more information, contact the State or county office of any of the member agencies.

MOUNTAINEERS FOR RURAL PROGRESS

CITIZEN PARTICIPATION COMMITTEE

The Citizen Participation Committee is one of several Mountaineers for Rural Progress (MRP) committees which support MRP goals and objectives. The committee was organized in 1979 to facilitate the cooperation and participation of citizens, organizations, and agencies in the process of building a better West Virginia.

Activities of the committee have included: Conducting citizen participation workshops; publishing a bimonthly, "Citizen Participation Newsletter;" and preparing this handbook. The purpose of these activities has been to share resources and ideas that foster participation. For additional information, contact any of the following committee members:

Susan Beard	WV Department of Welfare
Mal Brenan	WV Department of Highways
Bill E. Brown	U. S. Army, Army Corps of Engineers
Gilbert R. Churchill	U. S. Forest Service
Dave Elkinton	WV Department of Natural Resources
Robert P. Ferrebee	USDA Agricultural Stabilization & Conservation Service
Ralph Goolsby	Governor's Office of Economic and Community Development
Lois Kauffelt	League of Women Voters
Marsha Krull	Governor's Office of Economic and Community Development
Bill Lucas	USDA Soil Conservation Service
Betty Radford	South-Western Community Action Council, Inc.
Jay Sanders	Mid-Ohio Valley Regional Council
Philip J. Sheets	WV Department of Highways
Delmar Yoder	WVU Cooperative Extension Service

Comments about the handbook or requests to be placed on the newsletter mailing list should be addressed to:

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CHAPTER ONE

INTRODUCTION

Early in this country's history, Thomas Jefferson spoke eloquently on the necessity of citizen participation (CP) in government. At the same time, Alexander Hamilton argued that the ordinary citizen could not be sufficiently informed to participate effectively in the major policy decisions of government; therefore, only those who were professionally involved could be trusted with the country's important decisions.

Today, the concerns remain much the same. On one hand, we have people who view CP as a disruption of the professional planning and problem-solving processes by troublesome and essentially noncontributing lay people. On the other hand, we have people who are convinced of the necessity for greater citizen control over the programs which affect their lives.

The purpose of this handbook is to provide some practical materials for those involved in designing and implementing participation programs, not to provide a philosophy or rationale for participation. This handbook is visualized as a resource for planners. You may not think of yourself as a planner, but if you are involved in designing or implementing plans and programs affecting the lives of people in your community, you are a planner. You may be paid for assuming the role of planner; perhaps it is your full time job, or you may be volunteering your time as a member of a committee or citizen board. As a planner, you may be interested in finding ways to make your group, agency, or branch of government more

responsive and open to citizens who want to become involved in making and carrying out plans and programs.

We assume that you are a public official, a professional, or a citizen interested in planning and carrying out a participatory process which capitalizes on the benefits of participation and minimizes the less constructive side effects. We assume, too, that your goal is to develop and implement successful programs and projects, and that effective CP programs will help you to achieve that goal. We also assume that:

1. Effective CP programs occur when the sponsoring agency and individuals involved are committed to the concept of participation.
2. A clear understanding of the many possible CP goals is essential in designing a participation plan and selecting appropriate techniques.
3. Effective solutions to problems have two components: feasibility and acceptability. A CP program can make contributions to both.
4. A CP program is more than public relations or a public information program or needs assessment, but includes elements of all three.
5. The person responsible for planning and guiding the CP program has a direct effect on its success or failure.

Many people see CP as a specific technique or process--a hearing or a public meeting, a needs assessment or a public relations campaign. However, in this handbook we have taken the position that CP is not any one technique. Rather, it is a process by which techniques to accomplish

certain goals are chosen and integrated. For example, a public relations program can contribute to credibility and a needs assessment can provide valuable information, but neither one necessarily assures public participation.

We stress the importance of identifying your CP needs, developing your objectives from those needs, and then using the objectives to guide the CP program design. Chapter 2 is designed to help you analyze your CP needs. It identifies a number of items to consider in the development of your program. Even though you may be familiar with most of the materials included in Chapter 2, it is recommended that you review it prior to the development of your CP program.

Chapter 3 includes techniques to use to bring about a two-way process of communication in which the participants are directly involved in dialogue and interchange. Chapter 4 deals with those one-way communication techniques which are used to generate interest, create awareness, and stimulate additional participation. Reviewing these ideas in light of the considerations given in Chapter 2 should help you design an effective program.

The bibliography contains references cited in the handbook and identfies other beneficial resources for anyone working in the area of citizen participation.

This handbook only highlights CP program development, but hopefully it provides basic information which users can supplement as they gain experience and skills.

CHAPTER TWO

DESIGNING A CITIZEN PARTICIPATION PROGRAM

In the introduction, we stated our assumption that your goal as a planner is to develop and implement successful programs and projects. We also assume that to accomplish that goal, an effective citizen participation (CP) program, whether it is called that or not, is necessary. Our democratic society has valued the idea of each citizen's participation in the making of the decisions which affect his or her life, but translating this ideal of public involvement into reality is not an easy task. However, developing a successful CP program is not as difficult as some planners would have you believe; it is a deliberate process which requires common sense and careful planning. Remember, though, that flexibility is essential. The character of your CP program communicates a powerful message to people because it tells much more than your words can about your motives, attitudes, and goals. The CP program is not an end in itself. Unless the program focuses on your specific goals and needs, it will not be effective.

PRELIMINARY CONSIDERATIONS

Even though the development of a CP program should be a fairly straightforward process, crucial considerations are often overlooked. There are many examples of vague thinking about CP leading to poorly designed programs which frustrated both the planner and the public. To help you through this stage of the process, we have developed a list of considerations. Review them carefully before you develop your CP program. Please keep in mind that this list is not all inclusive, nor are the

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items to be approached in a strict sequence; overlapping will and must occur.

Define Why You Need to Obtain Citizen Participation--Our democratic ideals are good reasons for involving the public, but your CP program must have more specific goals. Some of the more specific reasons for involving the public are to: gain legitimacy and support for a program, budget, or proposal; obtain or provide information; clarify public values and preferences; identify problems or needs; resolve conflicts and turn opposition into a useful force; and, set priorities and/or choose among alternatives. It is essential to clarify the reasons for public involvement in advance if you are going to have a successful CP program. It will help you to develop each part of the plan and ensure that the effort goes smoothly and attains the greatest possible success.

Identify How You Will Utilize Information From Citizen Participation--The success of the entire involvement process depends on how well the information can be processed and used to accomplish the intended purposes. Carefully select a format that will help accomplish this as well as one which will permit appropriate feedback to the participants.

Determine Whose Participation Will Be Most Useful--We frequently refer to the public as a single entity, but actually there are many "publics." Each "public" may or may not have a uniform view on a given issue and each "public's" view may vary on the issue. We can best decide whose participation we should seek by considering who will be affected, who has an interest, whose support is critical, and whose skills can make the greatest contribution to the project. It is also important at this stage to include individuals or groups who may create opposition for the project; otherwise, they may feel they were purposely left out.

Examine Your Credibility and Legitimacy--Another important consideration in developing your CP program is your credibility and legitimacy with the various "publics" you hope to involve. It may be quite obvious why you or your agency should be involved in a particular CP effort, but is it equally obvious to those you hope will participate? It may be helpful to identify, for each of the "publics," their perceptions of your credibility and the legitimacy of what you propose. Remember that people's perceptions, right or wrong, guide their actions. Attempting to answer these questions for each targeted public will be valuable as you select the appropriate techniques to meet your CP goals.

Identify the Resources and Facilities Needed--To carry out a successful CP program requires the careful matching of available resources with the requirements of the program. Do you and the others who will be involved have the time required to support the program and use the CP techniques selected? Are the skills and time available to process the input from the participants? Are the physical facilities to be used available when needed? Nothing discourages participation faster than scheduling meetings at times or locations inconvenient for the participants or attempting to use a CP technique without the necessary supporting resources. The goal is to have an effective CP program that makes involvement as simple and convenient as possible.

OBJECTIVES

As your first consideration you defined why you needed to obtain CP. This definition will now help you develop objectives. The objectives are the framework of your CP program. State specifically what your program

is intended to accomplish. Developing objectives that are clear, precise, and will permit you to assess your progress is not easy, but it is essential and well worth the effort.

Remember, your CP program is the connection between the identified CP needs and your objectives. It is the process that links the solution to the problem.

INVOLVEMENT AND COMMUNICATION PLAN

The involvement and communication techniques which are explained in this handbook are just tools, and must be considered as such in organizing your CP program. Planners sometimes overuse a certain CP communication technique because they feel comfortable with it and it works for them. However, there are various communication techniques for involving citizens and gaining their interest.

The public will need to know certain things in order to be effectively involved. They need to know why you want them involved, what the objectives are, and whether or not you are sincere in your invitation to participate. Your plans must take into account how these things will be communicated to them. The appropriate communication and involvement techniques must be chosen in light of your objectives. Chapters 3 and 4 will help you match techniques with objectives.

EVALUATION PLAN

Evaluation is the most neglected aspect of CP. Many programs are never evaluated, and lessons learned are therefore not utilized in future programs. Often evaluation is tacked on at the completion of a program rather than systematically built-in. The CP program should have both an

in-process and final evaluation. Decide in advance how these will be done and follow through with the appropriate evaluation techniques.

In-Process Evaluation--An in-process evaluation is essential in assessing how well your CP program is going, in making adjustments, and in designing and implementing future CP efforts. It is useful to step back occasionally and ask yourself: Is it working? Is the program really contributing to the overall objective we had in the beginning? If not, try different techniques and use different approaches. Review the preliminary considerations and see if you have overlooked something critical. An in-process evaluation is a common sense review, not something that must be carried out by experts. The purpose of an in-process evaluation is to stay on track and not blindly follow a plan that is not as effective as it could be.

Final Evaluation--A final evaluation looks at both the process and the product. It attempts to identify the quantity and quality of the program's total efforts. In this evaluation, the original objectives serve as evaluation criteria. What contributions did CP make toward achieving the overall goal of a successful program? Was the original CP objective obtained? Were relevant people involved? Was the timetable adequate? How beneficial and appropriate were the various techniques?

In the final evaluation, it is helpful to obtain feedback from participants and those directly affected by the program. Informal discussions, questionnaries, meetings, and other techniques can be used. This feedback should be assessed objectively and systematically.

Adequate planning for the in-process and final evaluations will contribute to a successful CP program. The evaluations will provide you with a

record of accomplishments, accountability data, and valuable information and experience for the future.

TIMETABLE

Your CP timetable will include all elements crucial to the program's success. A common sense approach to scheduling and tieing together all elements of your program is necessary. You will want to consider: how the various parts relate to the overall program calendar; how techniques can logically follow or build upon one another; the most appropriate timing for involvement from the public's perspective; and how all these factors fit into your own work load. You may find it helpful to work backward from the expected final product of your CP program to the present. In so doing, give priority to the important larger steps in the process and try to fit the less time-consuming parts into your overall schedule.

The CP timetable should outline the specifics of who will do what, as well as when and where. It should help you to match the CP objectives to appropriate techniques. It should recognize constraints on time and the budget. You need to consider whether the proposed timetable allows adequate time for involvement to accomplish the stated purpose, and if involvement can take place early enough in the process to assure that the participants' contributions can be used. Participants need to know that their efforts will not be merely a token effort to endorse a predetermined plan. Remember, your CP program is a creative effort which attempts to balance the appropriate involvement and communication techniques against constraints of time and resources while accomplishing the objectives.

IMPLEMENTATION

After analyzing your needs, selecting appropriate involvement techniques, and developing a detailed timetable, you are ready to implement your CP program. The program will not function on its own. You need to be concerned with keeping your program going and with maximizing each aspect of it. Constant follow-up is the key to success.

Maintaining your CP program requires following the plans you have developed. The more detailed and well planned your CP program is, the easier it will be to implement. Circumstances may change or lack of foresight may make one part of your plan inconsistent with your overall program. This should not alarm you. As indicated in the evaluation section, constant attempts to monitor the program and make appropriate adjustments are needed. Your CP program should not be so rigid that you cannot deviate from it, but neither should you make substantial changes without a thorough review.

You must be able to maximize your program on every possible occasion. Unexpected events of a positive or negative nature will occur, so build upon the positive ones and try to turn negative ones to your best advantage. For example, unexpected opposition may help create awareness and public involvement, and you can capitalize on that. At the same time, build upon any positive feedback or publicity to enhance your CP program.

There are no shortcuts to the successful implementation and management of a CP program. A well-planned, implemented, and managed CP program will provide citizens with a positive experience, lead to more acceptable decisions and solutions, enhance your credibility, and make future involvement easier and more successful.

Suggested Reading

A Citizens Guide to Community Development, Duane Gibson (ed.). Peterson's Guides, 1980, 42 pp.

Citizen Participation Handbook: For Public Officials and Other Professionals Serving the Public, Institute for Participatory Planning. IPP, 1978, 100pp.

CHAPTER THREE

INVOLVEMENT TECHNIQUES

This chapter introduces citizen participation (CP) techniques which provide for two-way communications. You will need to use combinations of these techniques in overlapping functions and time spans. We recommend that you carefully evaluate all material in this chapter before making technique choices. You also may wish to consult the bibliography for additional information on these and other techniques.

Keep your objectives clearly in mind and understand the costs, advantages, and disadvantages of each technique being considered.

COMMITTEES

Committees are not the answer to every task or problem. However, in many situations a committee, properly formed and encouraged, will be much more effective than a single individual. A committee often is useful when a wide range of ideas and experiences is needed to deal with an issue or to solve a problem. They may be called boards, commissions, task forces, or teams, but they are usually characterized by group action and commitment to a specific undertaking.

Among the many advantages of committees is that they bring together a wide variety of backgrounds, knowledge, and skills which can be focused to accomplish the group's objectives. Committees capitalize on the stimulating process of group discussion to clarify problems and to develop new ideas. Effective committees lead to better decisions and can help deter rash judgments. In addition to shared responsibility, effective committees help to develop individual commitment.

Committees may function more effectively if their limitations are recognized. Realize that skillful leadership may be difficult to acquire, that because of size limitations some people may be excluded, and that the development of an integrated group takes time.

Developing an Effective Committee--For a committee to function effectively, establish certain guidelines. The following steps will be helpful:

1. Define the committee's purpose.

   Carefully define the job or function of the committee before it is organized. Each member must have a very clear idea of what the committee is expected to do. Failure to make this clear is one of the most common errors made in the formation of committees.

2. Outline the committee's responsibilities.

   Carefully define the responsibilities of the committee. Each member must understand if the committee will make decisions or simply advise; otherwise, problems may occur from a lack of awareness of the type of committee in which one is involved. Each type of committee functions differently and this should be recognized. Three common types of committees and their functions are:

   a. Executive--This committee has the authority to make and to carry out policy decisions.

   b. Coordinating--This committee brings together persons who perform different responsibilities. Such a committee may not have decision-making authority, but its members may have such authority within the organizations they represent.

c. Advisory--This committee brings together selected individuals who provide special knowledge, guidance, or direction. Advisory committees may be very successful in creative problem solving, but they do not have the authority to make final decisions--only to advise.

Be certain that every member understands the committee's purpose and responsibilities.

3. Determine committee membership.

The function and purpose of the committee should help to determine its size and membership. Research on group size indicates that as group membership increases beyond seven, a few individuals tend to dominate communication, causing some members to feel threatened and inhibited. As size increases, the degree of consensus from group discussion decreases. The advantage of increasing knowledge and skills available to the group by increased membership must be balanced against the tendencies of larger groups to be slower and less efficient in problem solving.

Select members who can bring needed skills, knowledge, and interest to the committee, as well as those who will be affected or are concerned with the final decision.

When forming a committee consider the following questions:

a. How will membership be determined?

b. What steps will be taken to assure adequate representation? Will all viewpoints including opposing views be included? If not, why not?

c. How will the committee's leadership be determined?

d. How will participants be recognized for their input?

4. Take precautionary measures.

a. Do not select as chairperson someone in a position of authority or an expert in the area being addressed. A committee with such a chairperson may rely too heavily on his or her recommendations and fail to utilize the group's other resources and talents in exploring the issues and recommending solutions. Such an expert may be more effective as a resource person to be consulted by the committee than if he or she is chairing the committee.

b. Do not appoint only those in agreement with the philosophy of the organizing group. If the issue is controversial and members are selected because they agree with the appointing body, the group may overlook critical concerns. Diverse ideas and opinions enhance group creativity and ensure consideration of all relevant issues.

c. Do not appoint only influential citizens or representatives of the power structure. Individuals who get things done by exerting pressure may be effective in the short run, but hard-sell methods may make later activities more difficult to accomplish.

d. Do not rely too heavily on those who readily volunteer to serve. The group that results only from a call for volunteers may not make the best committee or provide the representativeness needed. Many potentially valuable

committee members may be unintentionally omitted simply because no one invited them to become involved.

e. Do not rely on emotional appeals in recruiting committee members. Involvement based on emotional appeals such as civic pride and sense of duty is often not long-lasting. It is better to recruit individuals by indicating to them why their unique combination of experience, knowledge, and skills is important to the committee's success. Emotional appeals may start involvement interest, but logic must maintain it.

5. Develop committee procedures and guidelines.

For committee members to be as productive as possible, they must understand the relationship between their efforts and the expected results. Setting up committee procedures and guidelines will help lead to this understanding. The following questions should help you develop the needed procedures and guidelines.

a. What is the committee expected to accomplish?

b. How will the committee's output be presented? What format will be used? Is there a timetable or deadline?

c. Will staff assistance be available to the committee? If so, in what role?

d. Will committee members receive payment or reimbursement for expenses?

e. When, where, and how often will the committee meet?

f. Who is responsible for commiteee records?

g. What officers will be needed?

h. What resources are available to the committee?

Group Problem Solving--Merely appointing people to a committee and designating a committee chairperson will not ensure the development of a productive group. Group productivity depends upon group problem-solving ability. These suggestions should help you to guide the committee into the most productive channels.

1. Separate the problem from the solution. The natural tendency is to discuss solutions before the problem has been carefully defined. A thorough discussion of all aspects of the problem will lead to better solutions.
2. Identify all possible alternatives, even if they may not seem realistic at the time. The best and most creative solutions may not be the most obvious.
3. Separate facts related to the problem from the opinions or values expressed by committee members. However, provide opportunities for members to present both facts and opinions.
4. Check for agreement on basic ideas and assumptions.
5. Divide large or complex problems into manageable sections.
6. Pause occasionally to review and determine what areas of agreement have been reached.
7. Do not force a final decision or recommendation upon reluctant members. It may be necessary to backtrack and give undecided members another opportunity to express their position.
8. Remember when evaluating alternative solutions that an effective solution has two basic parts: quality and acceptance--make sure

your proposed solution has both. They are essential components of a good solution.

Suggested Reading

Planning for a Change, Duane Dale and Nancy Mitiguy. University of Massachusetts, 1978, 88pp.

KEY INFORMANT

To gain information on the needs of a community, you may want to employ the key-informant method. This method relies on gathering information from key individuals who represent the views of a broad cross-section of public officals, educators, civil servants, business representatives, merchants, etc. Be certain to acquire information on the informant's background. Ask each informant the same questions in the same way. This permits you to compile the responses into some kind of list or order. Interpret the data carefully, keeping in mind that because of its subjective nature the information is probably biased.

The key informant method offers one of the easiest and least expensive ways to systematically assess community needs. People are frequently more willing to respond to an informal interview than to a formal survey. It may encourage and strengthen communication between the sponsoring agency and the informants. A systematic means for collecting information from key informants is easier to develop than a formal survey instrument. The primary disadvantage is the unavoidable tendency of the feedback to be biased, and special efforts must be taken to compensate for this subjectivity.

Suggested Reading

Needs Assessment in Community Development: A Resource Book, Frank A. Fear. Iowa State University, 1978, 85pp.

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NOMINAL GROUP TECHNIQUE

The Nominal Group Technique (NGT) is a structured approach for organizing a small group discussion for creative decision making. Because NGT permits and insures input from each participant, it is useful for group situations where individual judgments must be tapped and combined to arrive at decisions which cannot be made by one person. The NGT is particularly valuable when priorities must be established, an agreement reached, or large amounts of information incorporated into a final decision. Be certain you understand the entire process and perhaps practice it in a noncritical situation before you decide to use it.

Preliminary Steps

1. Design Tasks

    a. Prepare the NGT question. The NGT process is guided by a properly focused question. To properly prepare an NGT question, you must have a clear picture of the objectives. Preliminary discussion of the objectives, in precise terms, and of the desired outcome are very helpful in the formulation of the question. As a check on the stated objectives, it may be helpful to illustrate the type of responses you expect. Pretest several questions with a group, then select the most appropriate question. Your goal should be a question which evokes responses which are specific enough to be useful in decision making. Remember, the success of the NGT depends on a properly focused question.

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b. Print the selected question on worksheets for each participant, or on a blackboard visible to the entire group.

c. Select an appropriate voting method for your needs. The method presented in this chapter is appropriate for many situations and is often used with the NGT; however, for your purposes another method may be better.

d. Assign a facilitator for each subgroup. Optimum group size is eight to ten people. Larger groups must be divided into subgroups. Be sure that each facilitator is familiar with the entire NGT process.

2. Meeting Room Preparation

a. Arrange work table(s). Allow adequate space between tables to prevent interference between subgroups.

b. Equip work table(s). Each table must have a flip-chart, masking tape, felt-tip pens, worksheets, and voting materials for each participant.

3. Introduction

In your welcoming statement, briefly describe the NGT process. Include statements on the importance of the NGT process and the chosen NGT task, and provide any background information needed by the participants for them to complete their tasks. Clarify the importance of each member's contribution and describe the usefulness of the meeting's output.

Nominal Group Process

1. Nominal Phase

This phase includes the silent generation of ideas in writing, preceded by an introductory statement.

a. Present the NGT question in writing to the group. Read the question aloud, illustrate the level of abstraction and the scope of responses desired, but avoid requests for specific examples or further clarification.

b. Assign the group to write individual ideas in brief phrases or statements.

c. Ask the members to work silently and independently.

d. Describe and exemplify good group behavior.

e. Remind the group that interruptions during this phase are not permitted.

This procedure provides adequate time for uninterrupted thinking; it facilitates hard work by virtue of the example of other group members; it avoids any premature focusing on a single idea; it eliminates dominence by high-status and/or aggressive members; and it keeps the group problem-oriented.

2. Recording Phase

This phase includes the recording of each member's contribution on the flip-chart or a blackboard, again preceded by an introductory statement describing this phase.

a. Indicate clearly that the objective of this phase is to map the group's thinking. At no time should you make any evaluation of ideas as they come in. Your role here is to

keep the process moving from one phase to the next in proper sequence.

b. Explain that each member's ideas will be recorded in round-robin fashion which necessitates brief phrasing.

c. Explain that it is inappropriate to discuss individual ideas prior to completion of the list, but members may decide if any item duplicates another. Any member may pass a turn and reenter at a later time.

d. Emphasize the desirability of hitchhiking or piggybacking ideas. That is, adding new ideas sparked by another member's comments, even if these ideas were not written down during the nominal phase. Remind the members that these ideas are to be added in proper turn to avoid having the session turn into a free-for-all.

e. Record ideas quickly, mechanically, and in the member's own words.

f. Provide assistance in abbreviation only in special situations.

g. Make certain the list is visible to each member.

h. If private conversations occur, do not single out the participants. Instead, remind the group that side conversations and discussion of individual items are not appropriate.

This procedure equalizes the opportunity to present ideas while separating those ideas from personalities. It provides a written record and guide which avoids the loss of ideas, increases the group's ability to

deal with a large number of ideas, and presents the group with an array of views. The procedure presents conflicting ideas equally and forces the group to explore the problem fully.

3. Discussion Phase

This phase includes the clarification and discussion of each idea.

a. Explain that this step is to clarify the meaning of the items and one's reasons for agreement or disagreement.

b. State that final judgments will be expressed by voting so that arguments are unnecessary and counterproductive.

c. Avoid forcing the member who originally lists an idea to be solely responsible for clarifying it.

d. Pace the group so that all ideas receive sufficient time for clarification.

The discussion phase helps to eliminate misunderstanding and provides an opportunity to express the logic underlying an idea. It avoids focusing unduly on any particular idea or subset of ideas and allows members to disagree without argumentation.

4. Voting Phase

This is the final tally of ideas leading to a group decision.

a. Ask each member to select from three to five priority items from the flip-chart and to list them on individual 3"x5" cards. Number flip-chart items and underline key words. List items and key words on the cards to avoid confusion.

b. Ask each participant to assign a priority value to each card. For example, if each participant is to rank five

items, give the most important item a value of five and the least important a value of one.

c. Collect the cards, shuffle them to retain anonymity, and tally the priority values for each flip-chart item.

d. Record the results on the flip-chart. The items which receive the highest total priority value is the group's final decision.

If the group is large and was divided into smaller groups, it may be necessary for the facilitators to combine the priority items from each group into a new list. Repeat the discussion phase with the entire group to clarify each of the small groups' priority items. When all items have been clarified, repeat the voting phase to arrive at a total group priority.

Sometimes group members will identify component parts or variations of one issue. When this occurs, the facilitators, with the small groups' approval, may regroup the items before priority items are combined into a larger list. The regrouping could be done by the facilitators as they combine the lists, but they should be certain that this meets the approval of those involved in preparing the original list.

This procedure obtains independent judgments in writing, while eliminating social pressures. It expresses judgments mathematically, which increases the accuracy of those judgments, and it highlights areas which may need further clarification or discussion.

5. Concluding Phase

Restate the purpose of the meeting and review the results. Thank the participants for their contribution and encourage future involvement.

Optional Procedures--The Nominal Group Technique is a structured process which many groups have found helpful in generating ideas and in problem solving. It has been used in its entirety many times, but also has been adapted for special purposes.

The nominal and recording phases have often been used in small groups to set the stage for discussion which is somewhat broader than outlined in the NGT discussion phase. They are useful primarily to generate large numbers of ideas from the group for consideration and discussion. A number of discussion formats can be used and decisions made in a more conventional manner than the NGT voting procedure.

Groups occasionally go through several cycles of NGT. For example, an NGT question may be prepared for each priority item identified in the first cycle. This permits identification and in-depth examination of its parts. The possibilities for adaptation are unlimited. Be imaginative. Adapt NGT to your needs.

Suggested Reading

Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Process, Andre L. Delbecq, Andrew H. Van de Ven, David H. Gustafson. Scott, Foresman and Company, 1975, 192pp.

PUBLIC MEETINGS

A public meeting is any planned gathering of people held to inform and involve the public in the formulation of a plan. Public meetings are not objectives unto themselves, but are part of a continuing CP program. Most of us have attended meetings which were stimulating and valuable, as well as some which were just the opposite. Our goal should be to make all our meetings highly productive.

Types of Public Meetings

Meetings are just one public involvement technique and should be carefully selected to accomplish the desired objectives. There are three main types of meetings: informal public meetings, formal public meetings, and public hearings.

1. Informal Public Meetings

   The informal public meetings are usually small, but they can include a large number of people. If the group is too large to permit a high degree of participation, the meeting should be sufficiently flexible to break up into small discussion groups. These smaller groups encourage greater direct involvement because people are more at ease.

   Use the informal meeting when it is important to encourage discussion and involvement. Such meetings are useful in sharing and clarifying information and for providing informal public input.

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2. Formal Public Meetings

These formal public meetings are usually, but not necessarily, forums for a large number of people. The meetings are characterized by less direct involvement than the informal meeting, and should be held prior to any critical points in the planning process.

Use the formal meeting to stimulate interest in the planning process, to share information, to clarify issues, and/or to hear comments and testimony.

3. Public Hearings

Public hearings are formal, highly structured public meetings which should include all individuals and organizations (other than the sponsoring agency) who may possibly be affected by or have interest in the discussion topic. Hearings are often held on controversial topics. Provisions should be made to deal with any conflicts that arise. This format is usually characterized by legal constrictions in terms of when and where they are to be held, and how hearings are to be announced. Hearings should be used when required by law, or when requested and/or considered desirable by the sponsoring agency or government officials. Public hearings often are an attempt to obtain comments on a proposed plan. When held, they are required to be a meeting of record. All proceedings and testimony are recorded "word for word" and must be transcribed. Public hearings are at a special disadvantage because they frequently have been the only opportunities for citizen input. Hearings also

have the potential for increasing conflict and/or over-influencing public sentiment.

Public meetings offer a good way to inform the public, while also obtaining opinions from a wide range of people. Meetings allow the participants to quickly recognize the sincerity and commitment on the part of the agency. They provide an opportunity for the public to actively participate in the needs-assessment and decision-making processes which will result in decisions which more clearly reflect the actual needs of the public. Public meetings capitalize on the expertise of citizens while encouraging them to become more actively involved. They contribute to improved communications between the providers and the consumers of the sponsoring agency's services, while calling attention to potential implications which have been overlooked.

Public meetings place the burden of effective participation squarely on the sponsoring organization or agency. The success or failure of the meeting may depend upon the agency's history of responsiveness, the adequacy of publicity and lead time, and the leadership and discussion skills of the person in charge.

Planning a Successful Meeting--The nature of a public meeting requires that a great deal be accomplished in a very short time. The following suggestions will help you plan more effective meetings.

1. Before the meeting
    a. Select a meeting format which will accomplish the desired objectives.
    b. Select leaders, speakers, and discussion moderators who can conduct the meeting effectively and make sure they

have a common understanding of the objectives, expectations, and format.

c. Select a theme and specific topics. Avoid cramming too many topics into a short period, which will lead to frustration.

d. Prepare an agenda. Make sure that all of those responsible for presentations are prepared. Have visuals or printed materials prepared in advance and make sure they contribute directly to the purposes of the meeting.

e. Determine how questions and discussion will be handled. Will questions be taken orally from the floor, or submitted on index cards? Will small discussion groups be held?

f. Select questions for any planned discussion session that are broad enough to encourage involvement yet pertinent enough to keep the group on target.

g. Select a meeting time and location convenient for the participants.

h. Publicize the meeting purpose, date, and place. Use the media as much as possible, but also make appropriate personal contacts.

i. Plan to record and/or summarize the participants' contributions.

j. Have necessary supplies on hand. Check the facility for adequate tables, chairs, lights, etc., and be sure the sound system and temperature controls work well.

2. At the Meeting

   a. Begin with a brief explanation of the purpose and description of the format and rules for participation.

   b. Follow the agenda, but remain flexible and make changes if necessary.

   c. Explain what steps will be taken if questions or issues arise that cannot be resolved immediately.

   d. Close the meeting on time with a restatement of the purpose. Summarize the accomplishments of the meeting, describing how additional input can be made and how this input will be used. Thank the participants for their help and encourage them to stay in touch.

3. After the Meeting

   a. Organize the results of the meeting and share this information with the participants and the public as appropriate.

   b. Follow through on any commitments made to the participants. If you agree to obtain additional information for a participant, promptly follow through with their request.

   c. Thank the chairperson, resource persons, speakers, and any other participants who helped make the meeting a success.

Evaluating the Meeting--Evaluate the meeting techniques in the same way as you will eventually evaluate the entire CP program. The following questions are designed to help you in this evaluation.

1. Did the expected number of people attend?

2. Was the group representative of the community?

3. Did the participants appear to be aware of the true purpose of the meeting and of appropriate roles for participation?
4. Did the people appear comfortable and relaxed?
5. Were the discussion leaders prepared?
6. Were the participants' comments relevant to the topic? If not, why not?
7. Was there sufficient time to deal with questions?
8. Did the format help or hinder discussion?
9. How can future meetings be improved? What changes should be made?

Suggested Reading

Handbook of Guidelines for Planning, Conducting, and Evaluating Group Meetings: 3 volumes, Pennsylvania State University, 90 pp.

Taking Your Meetings Out of the Doldrums, Eva Schindler-Rainman, Ronald Lippitt, and Jack Cole. University Associates, Inc., 1975, 69 pp.

SOCIAL INDICATORS

The social indicator approach is based on inferences drawn from existing demographic and social data about the community. Information is derived from census reports, county records, economic or business data, unemployment figures, and caseload statistics from programs such as welfare, vocational rehabilitation, mental health, and health statistics. The following suggestions will be useful when collecting data for a specific project.

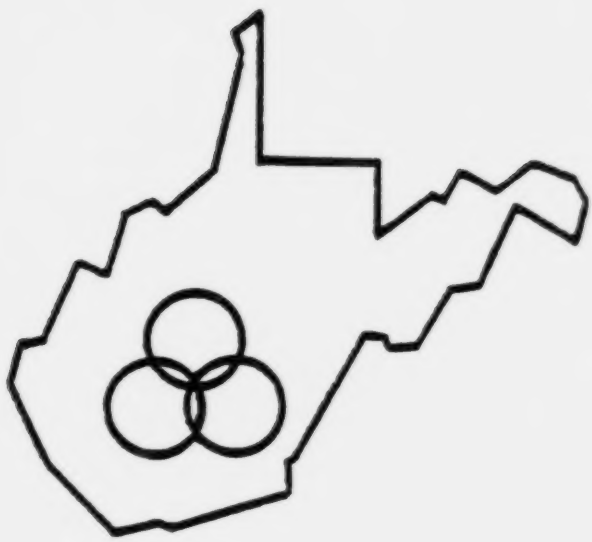
1. Identify and be very specific about the goals.
2. Determine what type of information can best be collected through the social indicator method versus direct survey or other methods.
3. Consider the type of data that will best serve as an indicator of need.
4. Determine the geographic area to be considered.
5. Determine sources that will yield the needed data.
6. Analyze the data and make it more meaningful through the use of tables, charts, and maps.

The social indicator approach provides ready access to the necessary data at relatively little financial investment. The main cost is one of time, if the approach is properly done. This approach is flexible in its use of the data and can be readily updated as new information becomes available.

Some disadvantages are that the social indicators may be used incorrectly, the data may be outdated, or it may be difficult to interpret because it was originally collected and compiled for other purposes. The conclusions drawn may be incorrect for any of these reasons.

Suggested Reading

Needs Assessment in Community Development: A Resource Book, Frank A. Fear, Iowa State University, 1978, 85pp.



INFORMAL SURVEYS

Surveys are used to obtain information and opinions on issues. Answers to specific questions are recorded during an interview or taken from responses to a questionnaire. The types of surveys range from the highly formal survey to the informal. Formal surveys usually require large expenditures of money and time by highly trained professionals, while the more informal surveys can be developed by any competent individual or group for very little cost. However, the accuracy of the results will be directly related to the group's experience and/or effort. Skilled people in the community may be willing to help, if you just ask. You will need to adapt the style and scope of the survey to your needs and budget, while remembering to consider the results of the survey in the light of the imposed limitations.

One problem facing many groups is that they lack the knowledge and skills necessary to develop specific and unbiased questions and to draw a scientific sample. The references at the end of this section should be helpful. Listed below are several informal survey strategies that may be appropriate alternatives if a scientifically designed survey is not possible.

1. Prepare a questionnaire or interview schedule and survey as many members of a particular group or class of people (e.g., church or service club members) as possible. In this strategy, you attempt to obtain input from almost the entire group. You will not be able to generalize to the entire population of a community, but only to the group from which the data was drawn.

2. Place a questionnaire in a newspaper with instructions that respondents return the completed questionnaire to you. The problem with this strategy is what is often called "self-selection." In other words, only certain people receive the newspaper, and only certain people (perhaps only those who are strongly in favor or opposed to the issues addressed in the questionnaire) will take the time to respond. One partial solution to this problem is to ask the age, sex, family income, and level of education of the respondents. You can then compare these variables for respondents with data on these same variables from public statistics. If the distributions are similar, you can be somewhat confident that your sample is representative of the general community. Even if noticeable gaps occur in one or more of the comparisons, you will know which sample variables may not be representative. For example, you may find that 25 percent of the total community is age 65 and over according to the most recent Census data. However, in your community, 45 percent of your sample reported they were over 65 years of age. In this case, the aged population is over-represented in your study.

3. Another option similar to the newspaper poll, although more limited by design, is to place brief questions on utility bills. For example, two or three short questions could be placed on a utility bill to learn how residents view the need for the new community swimming pool. You will need to discuss this with the utility company for permission and copy deadlines.

Your first concern in survey development is to identify the focus. Identify the broad areas of concern, and then narrow these areas to create the necessary questions. Another key to the successful use of the informal survey is to write questions that do not confuse the respondent. One of the common mistakes survey writers make is to ask "double-barreled" questions. These combine two or more questions into a single question or statement.

For example, respondents might be asked to indicate whether they agree or disagree with the following statement:

> "The hospital in our community is poorly equipped and understaffed."

Two questions are being asked. Respondents are asked, first, whether they believe the hospital is poorly equipped, and second, whether they believe the hospital is understaffed. Also, avoid questions which contain value judgments such as:

> "Don't you agree that smoking is a filthy habit?"

Even smokers might tend to agree with this statement, particularly during a personal interview. Respondents might feel social pressure to agree.

The best rule to use in writing questions is to write simply and directly. Use questions or statements that can be answered by a simple yes, no, or don't know. You also might want to include options to questions that encourage various degrees of responses. For example, rather than asking your respondents to disagree or agree with a statement, you might prefer to use a seven-point response scale as: strongly agree; agree; somewhat agree; undecided; somewhat disagree; disagree; and strongly disagree.

When you have developed your list of questions, pretest the survey to determine if the questions are clearly understood and provide the kind of information you need. This will help avoid problems in data analysis. A final cautionary note regarding informal surveys: Without scientifically sound sampling design, you cannot validly generalize your findings to the entire population. Your findings are only valid for those persons who answered your questions. For example, you might have all members of a local service organization such as the Jaycees fill out needs-assessment questionnaires for your community. From your findings you could not validly make statements such as: "People in our community believe that our biggest problem is . . . ." You could only make statements such as "Local Jaycees believe that our biggest problem is . . . ." However, collecting information from some citizens is better than collecting no information. If most Jaycees believe a problem exists in a particular policy area, further study may be warranted. Just remember the limitations of an informal survey and that the information may be inconclusive.

Short of an election, the survey is probably the best approach for identifying the attitudes of a broad range of individuals. With certain limitations, the data obtained is usually valid and reliable. Surveys frequently obtain their information from the user of a service or those most directly affected by changes within the community. An opportunity to respond to survey questions recognizes that the person surveyed has some valuable contribution to make to the decision-making process. Surveys are an excellent technique to use in conjunction with other CP techniques.

Be aware that the survey is often the most costly approach and is often a one-shot affair. Individuals' attitudes may change rapidly and

follow-up surveys are the only way to take this into account. Some respondents may hesitate to express their own views and may give the views they perceive as those of the authors of the survey, especially if the authors represent a high-status group. However, in most cases, people will readily respond even to personal questions if they are assured their responses are confidential.

Suggested Reading

Determining the Problems and Needs of Your Community, William W. Reeder. Cornell University, 1973, 16pp.

Coping with Growth: Community Needs Assessment Techniques, Lorna M. Butler and Robert E. Howell, Oregon State University, 22pp.

DELPHI TECHNIQUE

Delphi is a group process; however, the selected persons write their individual responses rather than getting together. This makes the technique particularly useful for involving people who for some reason cannot meet physically. Delphi was developed by a research group at RAND Corporation as a means of technological forecasting. Planners soon discovered that, like the Nominal Group Technique (NGT), it could be used to aggregate the judgments of a number of individuals to improve the quality of decision making. The technique is perhaps most useful in its ability to tap the resources of experts in identifying problems, setting priorities and developing solutions. The experts may be technical experts or people knowledgeable of public interest relevant to the problem. Remember, the objectives of the Delphi Process usually include one or more of the following:

1. To identify a range of alternatives.
2. To explore underlying assumptions leading to different judgments.
3. To seek information which may lead to a consensus.
4. To correlate judgments from a wide range of perspectives.
5. To inform the respondent group of the diverse and interrelated aspects of the topic.

Delphi is essentially a series of questionnaires sent to each participant. The first questionnaire asks individuals to respond to one or more broad questions or statements. Analysis of the responses identifies areas of agreement, disagreement, and items needing clarification and further exploration. These are summarized and sent to the participant along with another questionnaire, which is built upon the responses to

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the previous one. The questionnaire asks for clarification, explores disagreements, and works towards consensus.

The process continues through two or more steps until the original objectives have been achieved or it is clear that no further progress can be made.

The Delphi Process

1. Develop the Delphi Question or Statement

   A properly focused question, or statement, is the key to the Delphi process. It is essential to have a clear understanding of what information is needed and how this information will be used in the decision-making process. The question or statement can then be written to tap the knowledge and expertise of the respondents for the task at hand.

2. Select and Contact the Respondents

   The first step should be to identify the qualifications of the participants needed to meet your Delphi objective. Different objectives will require different respondents. In some situations it may be more important to have broad representation; in others the expertise of the respondents is the most important criteria.

   Since Delphi requires considerable participant effort, it is unrealistic to expect effective participation unless respondents perceive some potential benefit for themselves. Benefits might include:

   a. Personal involvement in the issue being considered.

   b. The opportunity to share pertinent information or a viewpoint.

c. Feeling that their involvement will provide them with information to which they might not otherwise have access.

d. Monetary reward (in some cases you may need to involve professionals whose services can only be obtained by paying a fee. In other situations you may wish to reimburse the respondents for their time).

Potential respondents must be convinced of the importance of the Delphi objective and of their participation. Each potential participant should be contacted, either personally or by telephone, by someone they respect. Full participation requires an understanding of the objective, the amount of time required, and the knowledge that information generated will be shared with participants.

3. Develop Questionnaire #1

The first questionnaire in a Delphi can take several forms, but in problem solving or in addressing a broad problem issue it might appropriately consist of one or two open-ended questions or statements. This permits thinking and reflection and avoids focusing on a particular idea prematurely.

Because each participant will be working independently, the questionnaire, instructions, and cover letter for each questionnaire must be carefully prepared and pretested to make sure they are clear.

The cover letter should outline the scope of the Delphi and state any prior assumptions. It should thank the individual for participating; explain why his or her help is needed; and tell

how the results of the Delphi will be utilized. Include an addressed stamped envelope and the expected response date. It may be necessary to send a follow-up letter or make a telephone call to see if there are any problems with the questionnaire and to remind participants of the due date.

4. Analysis of Questionnaire #1

The analysis of the questionnaire should result in a summary list of items identified and comments made. The list should reflect the initial opinions of respondents concerning key variables and should be short enough for all participants to review, criticize, support or oppose.

In the analysis it will be necessary to develop a set of categories which reflect the range of responses and in which all responses can be placed. In further analyzing the responses, a number of items will emerge which will be the basis for questionnaire #2.

5. Develop Questionnaire #2

Questionnaire #2 attempts to accurately reflect responses from the first questionnaire. The respondents are asked to review the items identified, express their agreement, disagreement, or clarification, and to rank or rate the most important. Questionnaire #2 should:

a. Make it easy to identify and understand the items taken from questionnaire #1.

b. Provide space for comments of agreement, disagreement, or clarification.

c. Have clear and simple ranking instructions.

d. Be short enough to complete in 20 to 30 minutes.

The cover letter should again thank the participants for their responses, stress the need for their help, and outline the purpose of the second questionnaire. It should report the progress of the study and provide some indication of how it will be brought to a close.

6. Analysis of Questionnaire #2

This analysis should report the ranking of items and summarize comments made about the items in a form that is both thought-provoking and easy to understand. A system for ranking should permit you to quickly determine the rank of each item and how respondents' priorities differed. If there are a large number of comments it will again be necessary to develop response categories which reflect the range of responses.

At this point it should be possible to determine if the Delphi is generating the desired information or whether the direction of the next questionnaire should be changed. This could be accomplished by making questions either more general or more specific. Remember, the objective is to obtain information helpful in the decision-making process.

7. Develop Questionnaire #3

The original purpose of the Delphi process was to generate ideas on issues of importance. Toward that end, issues have been identified; supportive statements, clarification, and criticisms made; and a preliminary indication of priorities has

been obtained through rankings. The final questionnaire permits the participants to review their earlier responses and express their individual judgments as to the importance of each item. The voting process used makes it possible to measure both the diversity and agreement of the responses, information important in the decision-making process. This questionnaire provides closure to the Delphi Process and gives the participants the feeling that their efforts made a contribution and were worthwhile.

8. Analysis of Questionnaire #3 and Preparation of Final Report

The analysis of questionnaire #3 follows a procedure similar to the earlier questionnaires. Particular care should be taken to ensure clarity in preparation of this final statement.

The final report should summarize the entire study for the decision makers who will be utilizing the information. Since the participants of the Delphi were involved because of their expertise and interest in the subject, they should be provided with a copy. The final report should lend legitimacy to the decision-making process.

Modification of the Delphi--Like the Nominal Group Technique (NGT), the Delphi Technique can be modified and adapted for a variety of uses. One useful approach is to begin by using NGT to identify items and then to use one or two Delphi questionnaires to obtain wider participation and clarification.

As with all the techniques listed in this chapter, this one should be selected on the basis of how it helps you in developing your participation

program and should not be an end in itself. The Delphi Technique Process may not be well known, but because of its unique characteristics, you may be able to accomplish some things you cannot with other techniques. Delphi may be well worth your consideration.

Suggested Reading

Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Process, Andre L. Delbecq, Andrew H. Van de Ven, David H. Gustafson. Scott, Foresman and Company, 1975, 192 pp.

CHAPTER FOUR

COMMUNICATION TECHNIQUES

This chapter introduces citizen participation (CP) techniques which emphasize one-way communications. We want to emphasize that they are useful in stimulating two-way communications. These techniques are used to generate interest, create awareness, and stimulate participation. Admittedly, media communication techniques (both print and audio/visual) have been used primarily as public relations and public information tools, but their usefulness can be extended well beyond this purpose if they are approached creatively.

In developing your communication plan, do not get so involved with one technique or medium that you lose sight of the overall goal. The items you considered in designing your CP program will also help you select the appropriate communication techniques. Remember, using several techniques that complement each other will assure that you reach the desired audience.

Considering the following items should make the communication element of your CP program successful.

1. Take advantage of existing communication networks that work well instead of setting up new ones that may not be as effective. However, you should be prepared to supplement the existing networks with other techniques or methods to meet your CP program's special needs.
2. The style, openness, and responsiveness of your communications will convey your commitment to CP. Do not let the urgency of

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your task or other time pressures force you to neglect these aspects and possibly lose your credibility with the public.

3. Interaction between you and the participants is especially helpful in increasing understanding in controversial situations.

4. Providing information to the public on an issue is not a substitute for public participation. Your communication plan may require communication materials that you cannot develop, but assistance may be more readily available than you think. Do not overlook the possibility of obtaining assistance in developing your communication materials from media people or other local people who have communication skills.

Consider the following techniques when developing an integrated communications plan.

POSTERS, HANDBILLS AND FLIERS

Meeting times and places can be announced through the use of posters, handbills and fliers. They must be easy to read, uncomplicated in design, and appropriately sized for the location. Be certain that you select appropriate locations for the display of posters and handbills because even a well-designed poster will not do the job if displayed in the wrong place. In using fliers, target your audience. Distributing thousands of fliers to the wrong people will only add to the litter problem and may have a negative impact on the image you are trying to create.

BROCHURES, PAMPHLETS, AND FACT SHEETS

Brochures and pamphlets are useful to describe the program's structure, philosophy, and goals. Include only information relevant for the duration of the project. The design, layout, content, and wording must work together so that your audience will be more likely to keep the material for future reference.

Keep the cover page simple and uncluttered. Unity is essential. Everything on the page must contribute to one idea. Balance is important, but you can get more life and variety with informal rather than formal balance. Designs that divide space exactly in half tend to be boring. Make a sample copy and use different shapes and sizes of written material and pictures to find a pleasing layout. Other layout principles are contrast and repetition. You can obtain contrast by changing color, size, tone, texture, and direction. Repetition of a line, curve, shape, color, or texture produces interesting designs. Repetition of a cover picture, drawing, or theme on the inside pages is effective.

Fact sheets are the means for both in-depth treatment of specific issues and presentation of topics subject to frequent inquiry. They are inexpensive, easily updated, and easily distributed. The fact sheet is also an excellent way to introduce necessary information to all members of a discussion group.

NEWSLETTERS

Contents of newsletters vary with writers and their subjects. In general, newsletters report recent developments and other items of interest, carry success stories, promote products or events, and relay

useful ideas. You may find that an existing newsletter meets your communication needs, or you may need to develop one especially for your current program.

Newsletters follow a free, less formal style of writing. Many have a combination of the chatty style of a personal letter plus the brevity and get-to-the-point quality of a news story.

The writer usually assumes that the reader knows something about the subject and can build on that knowledge from one issue to another. However, new or uncommon terms will need to be defined.

As with most communication methods, you must capture the attention of your reader quickly. One easy way is to place the most important, interesting, or timely items first. Start with a brief paragraph. Vary your opening sentences and keep sentences and paragraphs short for easy reading and a more attractive appearance. Get to the point and avoid long introductions. Use familar words and speak the language of your readers.

While newsletter writers need to consider all these factors, space limitations may preclude a comprehensive treatment of many subjects. If an article is very long, consider using it as an enclosure with the newsletter.

MAILING LISTS

An accurate and complete mailing list is an important communication tool. It can be used to relay ideas to community decision makers as well as to gather information by polling their opinions. A good mailing list takes time to compile and update, but your CP program may warrant one. In developing and using a mailing list, some of the following suggestions may be helpful.

1. Identify key people in the community. (You may define community either geographically or by population served.) Usually included are representatives of the general press, special interest press, organizational groups, elected and appointed public officials, educators, and individuals who have expressed an interest in the issue. This group should make up your core mailing list and should receive all mailings.
2. If possible, meet with each person identified on the core list to explain your program. Ask them to suggest names to add to the list.
3. Community service clubs and organizations may share their membership lists with you or be willing to include your materials in their mailings.
4. At public meetings, hearings, or other forms of direct contact with the public, make the existence of your mailing list known and add the names of those interested.
5. When obtaining names, include background information such as occupation and areas of interest. As the list grows it may be divided into areas of interest so that special mailing lists can be developed.
6. In order to assure their awareness of the issues, include such things as press releases, brochures, pamphlets, posters, and fact sheets in mailings to various subgroups.
7. Make sure all mailings are necessary. Don't swamp the community.
8. Automate large mailing lists in order to facilitate their use and make updating easier.

9. Contact those on the mailing list periodically to ascertain if they desire to remain on the list.

A word of caution--While mailing lists help raise awareness in organizations, interest groups, and some individuals, they should not be relied upon to inform the whole population. Many people who need to become involved will not read the material and others may not understand it. You must reach those people by other means.

NEWSPAPERS, RADIO, AND TELEVISION

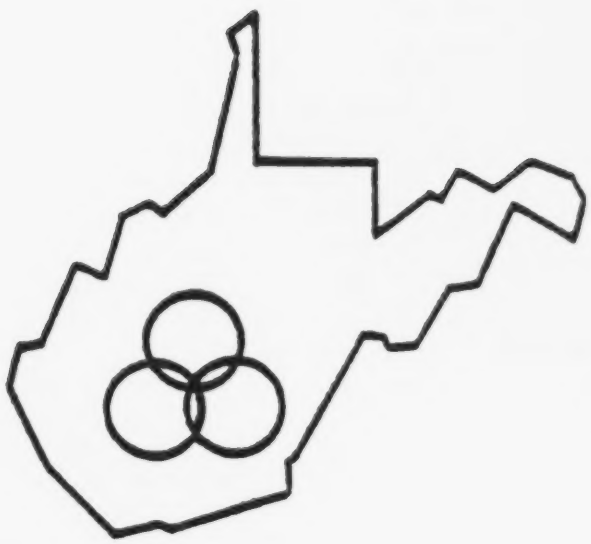
Newspapers, radio, and television are the traditional media used to reach the public. Their use may consist of anything from public service spots to paid advertisements or from brief news articles to feature stories and documentaries related to your project. Working with the media can be confusing and disheartening or rewarding and effective. The following hints should be helpful when working with the media.

1. Visit each media contact to get to know reporters. If possible, keep all press contact personal.
2. Always work through the reporters assigned to your project or field.
3. Issue press releases only for newsworthy events.
4. Be legible. Type press releases, correct errors, and don't use carbons or erasable papers.
5. Be accurate. Carefully check dates, names, and places.
6. Organize your written material into journalism's five Ws: Who, What, Where, When, and Why!
7. Use press conferences only when warranted. Do not waste reporters' time.

8. Prepare press releases and articles for those events not well-attended by the media.
9. Avoid use of technical jargon.
10. If graphic materials help explain the program, include them when submitting your news releases.
11. Do not try to dictate what the media should print or broadcast.
12. Never publicly argue with the press.
13. When deciding to use radio, television, or newspapers, consider the geographic areas they cover and the population segments using them.
14. For interviews aired on radio or television: Be on time. Know your topic. Be conversational. Discuss the subject with the interviewer beforehand.
15. Offer to appear on local television and radio talk shows, as they provide an excellent opportunity for explaining and promoting your program.
16. Thank stations and newspapers for their support. It keeps doors open for the future.
17. For a statewide program, include The Associated Press and United Press International wire services.
18. Remember to include releases to special press like weekly newspapers, shopper guides, and special interest magazines.
19. Maintain credibility by being honest, non-evasive, and considerate of reporters' deadlines.
20. Make general information and answers to frequently asked questions available to staff members or advisory committee members who may be called by reporters.

Suggested Reading

Communications Handbook, Eldon E. Fredericks, (ed.) Interstate Printers and Publishers, Inc., 1976, 190pp.



CHAPTER FIVE

BIBLIOGRAPHY

The bibliography includes all the handbook's suggested readings and a representative sample of citizen participation (CP) resource materials. The bibliography is divided into three sections: general materials covering a wide range of CP topics; involvement and communication techniques; and related bibliographies. The materials are arranged alphabetically by title with a short annotation for each listing. Information on availability and cost are included, but cannot be guaranteed for the future.

GENERAL MATERIALS

Asking, Listening, Telling: Citizen Participation, University of Wisconsin, Extension, Madison, WI, 1980. (Photographic Media Center, 45 North Charter Street, Madison, WI, 53706).

Geared toward developing a fuller understanding of the functions of CP. Includes techniques to assure CP and criteria for evaluating techniques. The primary audience is government officials, but the materials are very useful for anyone interested in government decision making. The training package includes a video tape cassette or 35 mm slides.

By the People: A History of Americans as Volunteers, Susan J. Ellis and Katherine H. Noyes. Michael C. Prestegord and Co., Philadelphia, PA, 1978. (Volunteer Readership, Division of NICOV/NCVA, P.O. Box 1807, Boulder, CO, 80306) hard cover $8.95, paper $5.75, 308pp.

The first documentation of the achievements of citizens, who, as volunteers, had significant impact on American history from colonial days to the present.

Citizen Participation in America, Stuart Langton (ed.). Lexington Books, Lexington, MA, 1978. (Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, MA, 02155) hard cover $13.95, paper $8.95, 123pp.

Provides a background to all aspects of CP. Provides a general knowledge base for those attending the National Conference on Citizen Participation in 1978. Writers from various areas give the reader a well-rounded background.

Citizen Participation Building a Constituency for Public Policy, Nea C. Toner and Walter B. Toner. HEW Publication #OE-78-07001 (U.S. Department of Health, Education, and Welfare, Office of Education, Washington, DC, 20402) $1.80, 37pp.

Discusses the use of a problem-solving model to help integrate CP into the planning process. Includes five guidelines for planning a CP program. Very concise and informative.

Citizen Participation Handbook: For Public Officials and Other Professionals Serving the Public, Institute for Participatory Planning (IPP), 1978. (IPP, Box 4068, University Station, Laramie, WY, 82071) $17.50, 100pp.

Designed for participants in training courses offered to public officials and other planning professionals. The management procedures developed as a part of "CP by Objectives," provides an approach to controversial projects and programs and a system for developing and executing an effective and constructive CP program.

Citizen Participation Perspectives: Proceedings of the National Conference on Citizen Participation, Stuart Langton (ed.). 1979. (Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, MA, 02155) $12.95, 279pp.

A compilation of major addresses, panel presentations, and small group discussions of citizens, professionals, and academics who are in the forefront of the CP field. A good state of the art indicator for CP.

Citizen Participation: What others say . . . What others do. . . , John W. Warden, 1979. (Mid-Atlantic Center for Community Education, University of Virginia, Charlottesville, VA, 22903) free, 23pp.

Includes 25 CP techniques, over 40 key references, and many quotations.

Citizen's Action Manual: A Guide to Recycling Vacant Property in Your Neighborhood, US Department of the Interior, 1980. Publication #024-016-00100-1 (US Government Printing Office, Washington, DC, 20402) $2.40, 31pp.

Step-by-step descriptions on how to get organized for action, identify lots, acquire land, organize and incorporate your neighborhood Land Trust, plan and design the site together, prepare and develop the site, and maintain and preserve the community-owned property. Includes extensive resource group and publication listings.

A Citizens Guide to Community Development, Glenda Benedict, Lee Cary, Duane Gibson, Otto Hoibert, Ethan Jonove, and James Summers. 1980 (Peterson's Guides, P.O. Box 2123, Princeton, NJ, 08450) $3.75, 42pp.

Lists practical steps to improve communities through citizen participation. Helps the reader to identify community needs, resources, necessary actions, and results evaluations.

Citizens Participate: An Action Guide for Public Issues, Desmond M. Connor. 1974, (Development Press, P.O. Box 1016, Oakville, L6J 1B8 Ontario) $2.00, 63pp.

Compares the steps taken by citizens and by the government when they begin participation programs. Includes over 60 techniques and 18 recommended readings.

The Community and Its Involvement in the Study, Planning, and Action Process, Harold L. Nix. 1977. Publication #017-023-00120-5 (US Government Printing Office, Washington, DC, 20402) $4.25, 205pp.

Discusses the theoretical nature of communities, leadership, and change. Describes practical methods to identify community leaders, to involve groups and citizens, and to develop CP skills. Lists other CP bibliographies.

Creating Coordination Among Organizations: An Orientation and Planning Guide, North Central Region Extension, 1979. (Cooperative Extension Service, Iowa State University, Ames, IA, 50011) $.65, 23pp. Slide-tape set also available.

Intended for change agents interested in creating or encouraging coordination. Offers an applied model to plan coordinated efforts, to monitor coordination, and to evaluate how specific coordination efforts may have failed.

Effective Citizen Participation in Transportation Planning, Wayne Toney and Florence W. Mills (eds.). 1976. (US Government Printing Office, Washington, DC, 20402) 2 vol. set $7.25, 427pp.

Identifies and describes 37 CP techniques with discussions of benefits, detriments, and potential for resolving issues for each technique.

Effective Management of Volunteer Programs, Marlene Wilson. 1976. (Volunteer Management Associates, 279 South Cedar Brook Road, Boulder, CO, 80302) $6.95, 197pp.

Discusses how to work with and manage volunteers to encourage growth and self-renewal in individuals and organizations.

Generating Support of Community Services: A Manual for Workshop Leaders, J. David Deshler and Joan W. Wright. 1980. (Printing Services, B-10 MVR, Cornell University, Ithaca, NY, 14850) set of five training manuals, $12.50.

A leader's manual for conducting workshops on generating CP. Contains directions for leading sessions, background material, master copies for handouts, and masters for transparencies and video tape cassettes.

A Guide for Understanding Attitudes and Attitude Changes, Robert B. Shafer and John L. Tait, 1980. NCR Publication 138, (Cooperative Extension Service, Iowa State University, Ames, IA, 50011) $.40, 18pp.

For leaders interested in how attitudes form and how attitude change occurs. Includes an excellent discussion of factors to consider in developing an attitude change strategy.

Guide to Citizen Participation in Government: Administrative Rule Making, Part I, Dr. Lynn W. Eley. 1979. (Department of Governmental Affairs, University of Wisconsin, 542 Bolton Hall, PO Box 413, Milwaukee, WI, 53201) $2.00, 53pp.

Intended to help agency personnel, citizens, and citizen groups to understand the process of administrative policy making and the stages when the public may participate. Primarily deals with administrative rule making.

How to Make Citizen Involvement Work: Strategies for Developing Clout, Duane Dale. 1978. (CITP, 138 Hasbrouch, University of Massachusetts, Amherst, MA, 01003) $6.00, 92pp.

Discusses who makes public policy and how they do it. Also, discusses choosing an area of involvement and enhancing participation in that area. A good source of orientation to CP.

Making Change: A Guide to Effectiveness in Groups, Eileen Guthrie and Warren Sam Miller. 1978. (Interpersonal Communications Programs, Inc., 1925 Nicollet Avenue, Minneapolis, MN, 55403) $6.95, 199pp.

Focuses on skills and concepts to use with any issue or in any group situation. Concepts and skills are woven together to create a leadership style called "process politics."

Making Change: A Guide to Effectiveness in Groups (Trainer's Manual), Eileen Guthrie, Warren Sam Miller, and William Grimbert. 1978. (Interpersonal Communication Programs, Inc., 1925 Nicollet Avenue, Minneapolis, MN, 55403) $5.95, 95pp.

A trainer's manual to accompany the above publication.

Model for Planning a Public Awareness Program on a Community Concern, Margery K. Schiller. 1976. (Distribution Center, 7 Research Park, Cornell University, Ithaca, NY, 14850) $1.75.

Designed to help community leaders plan and implement a forum to stimulate public awareness of a community issue.

Public Participation Handbook. (USDA Forest Service, Monongahela National Forest, PO Box 1548, Elkins, WV, 26241).

Volume I, parts 1 and 2--Deals with goals of public participation as seen by the Forest Service and contains strategies for achieving those goals. 107pp.

Volume II, Parts 3 and 4--Summarizes the entire report. Reviews analysis and evaluation in relation to the public participation process, lists the principle and criteria of effective analysis, describes general analysis procedures, and summarizes six analysis techniques. Contains detailed descriptions of analysis techniques and evaluation, 170pp.

Social Action: The Process in Community and Area Development, George M. Beal and Daryl J. Hobbs. 1979. Publication SOC 13 (Publication Distribution, Printing and Publications Building, Iowa State University, Ames, IA, 50011) $.30, 14pp.

Applies the steps of social action to the process of organizing for community and area development. Each step is briefly described and illustrated. Emphasizes the importance of accomplishing objectives.

Structuring Communications Programs for Public Participation in Water Resources Planning, Bruce A. Bishop. Utah State University, Logan, UT, and US Army Engineer Institite for Water Resources, Fort Belvoir, VA, 1975. Publication #AD/AO12 280 (National Technical Information Service, US Department of Commerce, 5282 Port Royal Road, Springfield, VA, 22161) $12.50.

Describes water resources planning communication as the exchange of values information from the public, and factual information from the planners. Communication techniques, public meetings, community contacts, briefings, workshops, advisory committees, and exhibits are covered. Includes a detailed chapter on uses for mass media. Offers several examples of public participation programs related to environmental impact assessment and water quality management.

Survival Skills for Managers, Marlene Wilson, 1981. (Volunteer Management Associates, 279 South Cedar Brook Road, Boulder, CO, 80302) $9.95, 264pp.

An excellent text. Discusses different leadership styles and their effects on group dynamics.

Training Volunteer Leaders, 1974. (Research and Development Division, National Council of Young Men's Christian Association, 291 Broadway, New York, 10007) $12.00, 189pp.

A comprehensive training program for leaders of small groups. While designed for the YMCA, it is useful for almost all types of organizations.

INVOLVEMENT AND COMMUNICATION TECNHIQUES

Citizen Advisory Committees: A Guide for Members and Potential Members, Alan J. Hahn, 1978. Information Bulletin #142 (Distribution Center, 7 Research Park, Cornell University, Ithaca, NY, 14850) $.50, 7pp.

Discusses costs and benefits of committee membership, examines attitudes of those served by the committee, and examines what makes a committee effective. Stimulates thought on how an advisory committee could be used most effectively.

Citizen Participation. Certification for Community Development: A Reader on the Citizen Participation Process, Patricia Marshall (ed.), 1977. (National Association of Housing and Redevelopment Officials, 2600 Virginia Avenue, NW, Washington, D.C. 20037) $9.50, 204pp.

A selection of readings and case studies on CP issues. Includes techniques and resources for working with citizen advisory committees.

Communications Handbook, 3rd Edition, Eldon E. Fredericks (ed.), 1976. (The Interstate Printers and Publishers, Inc., Danville, IL, 61832) $7.95, 190pp.

A comprehensive discussion of communication methods including public speaking, writing, radio, television, photography, graphics, exhibits, and meetings.

The Community Attitude Self-Study, Frederick E. List, 1969 (Department of Regional and Community Affairs, Extension Programs, 723 Clark Hall, University of Missouri, Columbia, MO, 65211) free, 10pp.

Contains a brief but useful section on pitfalls to avoid when designing questionnaires. A good resource for a community group.

Coping with Growth: Community Needs Assessment Techniques, Lorna M. Butler and Robert E. Howell. (Western Rural Development Center, Oregon State University, Corvallis, OR, 97331) $1.00, 22pp.

Outlines 13 methods to analyze and predict community needs in a rapid growth situation. Techniques range from using existing information to obtaining new information. Actual case studies illustrate the effective use of multiple needs assessment methods.

Determining the Problems and Needs of Your Community, William W. Reeder, 1973. Information Bulletin #42 (Distribution Center, 7 Research Park, Cornell Univeristy, Ithaca, NY, 14850) $.30, 16pp.

Presents a model questionnaire for many types of problems and needs identification. Includes a discussion of survey parts and how to use them. A good source for local agencies seeking ways to conduct a community needs assessment.

The Grass Roots Fundraising Book: How to Raise Money in Your Community, Joan Flanagan. (Volunteer Readership, Volunteer: The national Center for Citizen Involvement, P.O. Box 1807, Boulder, CO, 80306) $5.95, 219pp.

An exciting look at community fundraising. Emphasizes planning fundraising events that are fun and profitable. Very complete.

Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Process, Andre L. Delbecq, Andrew H. Van de Ven, and David H. Gustafson. 1975. Scott, Foresman and Co., Glenview, IL. $8.95, 192pp.

Explains Nominal group and Delphi techniques for defining problems and facilitating productive and creative group decisions. Clear and useful presentation style.

Handbook of Guidelines for Planning, Conducting, and Evaluating Group Meetings, (Pennsylvania State University, Agricultural Communications, 401 Agricultural Administration Building, University Park, PA, 16802) Three volumes $4.50, 90pp.

Volume I: Planning the Program and Managing the Meeting, William A. Folwell, III. Outlines planning and managing meetings. Includes charts and a check list for successfully conducting a meeting. $1.75, 25pp.

Volume II: Guiding Group Discussion and Parliamentary Procedure for Common Use, Daryl K. Heasley. Discusses methods for guiding and facilitating group discussion. Includes a thumbnail outline of parliamentary procedure and 49 true/false questions. $1.75, 25pp.

Volume III: Jobs of Members, Officers, and Committees, Daryl K. Heasley. Examines committee work through all phases, from a check list for evaluating individual members to handling publicity. Good resource for advisory boards and citizen committees to make participation more constructure. $1.75, 40pp.

"I Move That" A Booklet of Parliamentary Procedure, 1977. (Publication Distribution, Printing and Publications Building, Iowa State University, Ames, IA, 50011) $.50 each or 10% discount for 100 copies or more, 22pp.

Designed to ease the burden of interpreting the intricacies of parliamentary procedures. An excellent presentation of rules and details.

Identifying the Community Power Actors: A Guide for Change Agents, John L. Tait, Janet Bobemeir, and Joe M. Bohlen. North Central Regional Extension. Publication #59 (Publication Distribution, Printing and Publications Building, Iowa State University, Ames, IA, 50011) $.50 each or 10 percent discount for 100 copies or more.

Compares four methods of identifying key decision makers and community influentials. Includes a work sheet, glossary, and bibliography for each method. A good resource for agency personnel.

Needs Assessment in Community Development: A Resource Book, Frank A. Fear. 1978. Sociology Report #143 (Sociology and Anthropology Publications, Iowa State University, Ames, IA, 50011) $4.25, 85pp.

A text for seminar presentations. Includes an overview of three citizen-based approaches and the social indicator approach to needs assessment.

The People's Choice, Gene McMurtry. 1973. (Community Resource Development, 128 Hutchinson Hall, Virginia Polytechnic Institute and State University, Blacksburg, VA, 24060) free, 19pp.

Discusses approaches for involving citizens in community decision making. Includes a comprehensive and easily understood introduction to the key informant method.

Planning for a Change, Duane Dale and Nancy Mitiguy. 1978. (CITP, 138 Hasbrouck, University of Massachusetts, Amherst, MA, 01003) $6.00, 88pp.

A discussion of planning by committee. Includes a model for planning, featuring a nine step problem-solving method; and a method to assess your group's present planning process. Demonstrates how to analyze problems and constructively generate program ideas.

Public Hearings: A Guide to Effective Participation, Alan J. Hahn. 1980. Extension Information Bulletin #161 (Distribution Center, 7 Research Park, Cornell University, Ithaca, NY, 14850) $.75, 9pp.

For people who wish to testify. Discusses types of hearings, what to expect and what will be expected of you at a hearing, suggestions for effective participation, problems to anticipate, and how to manage your influence.

Public Hearings in West Virginia, Anthony Ferrise, Jack Whiting, and James Whisker. 1980. (Cooperative Extension Service, West Virginia University, Center for Extension and Continuing Education, Morgantown, WV, 26506) free, 28pp.

Provides West Virginia's citizens and local officials with information on how to conduct public hearings and open meetings.

Role of Advisory Groups: Unit 1 of Working for Clean Water: An Information Program for Citizen Advisory Groups, (EPA Region 3, 6th and Walnut Streets, Philadelphia, PA, 19106) free, 12pp. Slide tape set also available.

Answers the following: Why have advisory groups? Who should be members of an advisory group? What should an advisory group do? How should an advisory group be organized? What makes an advisory group worthwhile?

Surveying Community Attitudes: A Technical and Procedural Manual for Committees, 1977. (The Missouri Division of Community Development, University of Missouri, Department of Regional and Community Affairs, Extension Program, Columbia, MO, 65211) free, 69pp.

A complete guide for conducting a community attitude self-survey, from organizing the survey to using the results.

Taking Your Meetings Out of the Doldrums, Eva Schindler-Rainman, Ronald Lippitt, and Jack Cole. 1975. (University Associates, Inc., 7596 Eads Avenue, LaJolla, CA 92037) $8.50, 69pp.

A how-to book for participatory meetings with many check lists, charts, and worksheets to use in order to make your meetings work. Includes an annotated bibliography.

We Interrupt This Program . . . A Citizen's Guide to Using Media for Social Change, Robbie Gordon. 1978. (Citizen Involvement Training Project, 138 Hasbrouck, Division of Continuing Education, University of Massachusetts, Amherst, MA, 01003) $6.00, 118pp.

For citizens and groups interested in rights of public access to the media, holding media accountable, and utilizing media to reach different audiences. A comprehensive publication that includes media practice exercises.

Working Effectively with Advisory Committees, Guide 2, Ann Widditsch, 1977. Publication #241-037/63. US Government Printing Office, 24pp.

Includes comments on committee operations, support staff, budgeting, organizing or reorganizing a committee, and a bibliography. While out of print, it may be obtained from agencies dealing with EPA's 208 Water Quality program.

Working Together: A Manual for Helping Groups Work More Effectively, Bob Biogi. 1978. (CITP, 138 Hasbrouck, University of Massachusetts, Amherst, MA, 01003) $6.00, 124pp.

An exercise book to help groups work more effectively. Includes suggestions for developing group cohesion, obtaining group facilitation, encouraging motivation, listening, nonverbal communication decision-making by consensus, and observation as tools for group improvement. A good source for agency personnel.

RELATED BIBLIOGRAPHIES

A Bibliography of Rural Development: Listings by Topic, Carrie G. Parker, Howard W. Ladery, and Edward L. McLean. 1976. (Department of Agricultural Economics and Rural Sociology, Reading Room, Barre Hall, Clemson University, Clemson, SC, 29631) free, 80pp.

Lists journal articles on CP and related topics.

Citizen Participation in Community Development: A Selected Bibiliography, Mary L. Pike. 1976. (National Association of Housing and Redevelopment Officials, 2600 Virginia Avenue, NW, Washington, DC, 20037) $6.00, 39pp.

Comprehensively covers CP aspects.

Citizen Participation in Rural Development, Donald E. Voth and William S. Bonner. 1977. (Southern Rural Development Center, P.O. Box 5406, Mississippi State, MS, 39762) $10.00, 457pp.

A comprehensive overview of books, journals, and manuscripts, on CP.

The Council of Planning Librarians offers the following publications: Write to: CPL, Box 229, Monticello, IL, 61856.

Citizen Participation in Urban and Regional Planning: A Comprehensive Bibliography, CPL Exchange Bibliography #1279, 1977. $4.80

Citizen Participation Technology, CPL Exchange Bibliography #1329, 1977. $2.80.

Public Participation in Environmental Policy: An Annotated Bibliography, CPL Exchange Bibliography #1163, 1976. $1.20.

Citizen Co-Production of Public Services: An Annotated Bibliography, Stephen L. Percy and Paula Baker. 1981. $4.00.